

# Person-Centered Planning & Practices: The Changing Climate & Local Efforts

ADE Transition Conference  
29 August 2016

 THE UNIVERSITY OF ARIZONA  
COLLEGE OF HUMANITIES  
**Sonoran Center for  
Excellence in Disabilities**  
Education | Research | Service  
Expanding Possibilities  
Enhancing Independence

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 **DES**  
Arizona Department of Economic Security  
Division of Vocational Rehabilitation

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## Objectives for Today

- Introduce Person-Centered Planning & explain the concepts and principles of Person-Centered Practices
- Discuss PCP in relation to Transition & Importance of Cross Systems Coordination
- Provide overview of national trends & policy changes related to transition & person-centered practices
- Discuss local PCP efforts in Arizona
- Learn how to create 1pg Profiles

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### A Belief . . .

All individuals, regardless of the barriers they face, have the opportunity to find success and independence through employment.

All people have the right and the responsibility to exercise freedom of choice in their own lives.

**A person's ability to control her or his own destiny is a basic human right.**

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# Person-Centered Thinking

## Foundation of Person Centered Practices and Planning



- Principles of inclusion, self-determination, family support, and social model of disability
- A balance between what is important to and what is important for a person
- Moving towards a Community Life from a Service Life
- Help people have better lives not just better plans

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# Operating Principles

### ■ Inclusion

- Universal design; belonging, engaged in, & connected to larger community

### ■ Self-Determination

- Empowerment, personal responsibility, leading independent life-styles within the community

### ■ Family Support

- Family empowerment, integrity, needs, values, community development




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**Each of us want lives where we are supported by & contribute to our communities**

Have our own dreams and our own journeys

Have opportunities to meet new people; try new things; change jobs; change who we live with & where we live

Have what/who is important to us in everyday life; people to be with; things to do, places to be

Stay healthy & safe (on our own terms)

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## Desire for ALL

1. Independent Living
2. The opportunity for higher education
3. Well paid and satisfying work
4. Interesting recreational activities
5. Fulfilling relationships with peers
6. Fulfilling relationships with a significant other

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## Person-Centered Planning (PCP)

PCP emerged out of a desire to serve the best interests of individuals with disabilities by first changing the way we think about disability.

PCP is an individualized approach that helps a person discover what he/she really wants:

- identify personal goals for living in the most inclusive community settings
- access a personalized mix of formal (paid) and informal (non-paid) services and support to achieve those goals
- create a comprehensive portrait of who the person is and what they want to do with their life
- bring together all of the people who are important to the person (family, friends, neighbors, support workers and other professionals)

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## Person-Centered Planning...

Intentionally moves from an approach geared towards fixing or solving problems, to one focused on:

- providing opportunities
- avenues for self-actualization
- personal freedom
- meaningful interdependence
- community involvement

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### Person-Centered Planning is NOT:

- ⊗ an attempt to “fix” the person
- ⊗ a “behavior plan”
- ⊗ a standardized process
- ⊗ dwelling on reputations or labels




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### Person-Centered Planning IS...

- ☑ a way to organize information & in plain language
- ☑ toward a desired future
- ☑ giving respect for choices
- ☑ promotes valued roles
- ☑ positive, respectful & sensitive
- ☑ capacity focused
- ☑ an accurate picture
- ☑ action-oriented (plan-do-evaluate)
- ☑ useful for life changing events
- ☑ community/team building tool




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### Person-Centered Planning

At the core of PCP is the belief that all people have the right and responsibility to exercise freedom of choice in their own lives.

Ultimately, PCP is adhering to a set of principles that value self-determination and personal dignity.

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## Person-Centered Planning

**Vision:** Young people who have disabilities moving from school to adult living will be knowledgeable about the full range of choices available to them for successful adult living and will be able to exercise that CHOICE as part of a Person-Centered Planning process that incorporates...




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## It is more than planning

Person centered planning – by itself  
Results in Better paper  
More often than it results in Better Lives

The purpose of PCP is  
LEARNING THROUGH SHARED ACTION

PCP calls for a sustained search for ways to deal with  
difficult barriers and conflicting demands

IMPLEMENTATION IS KEY

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## Transition

- Transition to adulthood one of the most significant transitions in life
- Process needs to begin early – 14 to 16
- Prepares youth and parents regarding what to expect
- Youth need assistance for planning
- Options explored to make informed choice

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## Importance of Transition Planning

A well-timed and successful transition allows young people to optimize their ability to assume adult roles and functioning

- Be better prepared for life after high school
- Provides a framework for identifying long-range goals (employment, community living) and the services and strategies that can help achieve them
- Allows for the greatest opportunity to achieve goals and maximize their potential
- Have the necessary skills and services in place so as to cause minimal interruption during transition from school
- Reach optimal health care and better health outcomes as adults

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## Transition Planning Team

What entities are involved?

- Youth with disabilities involved with multiple systems
  - School
  - Division of Developmental Disabilities
  - Vocational Rehabilitation
  - Behavioral Health Services
  - Department of Child Safety
  - Juvenile Court

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## Shared Transition Considerations

- Employment
- Education
- Health Care
- Transportation & Housing
- Independent Living Skills
- Applying for Adult Services
- Benefits
- Self-advocacy

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## Collaboration is Key

- Understand different systems
- Coordinate planning
- Reduce duplication
- Ensure consistent goals
- Support youth in all areas of life

**Empower the youth to drive the planning**

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## IDEA Transition Planning

- Age 14
  - IEP to address need for transition services
- Age 16
  - IEP to address areas of transition:
    - Home
    - Post-secondary school/Training
    - Employment/career advancement
    - Independent Living Skills
    - Community connections
    - Transition Services/courses of study to achieve the goals

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## IEP & Transition Planning

Cornell University, Employment and Disability Institute, 2013

**IEP should also assess and address:**

- Interests, needs, skills and capabilities
- Outcome statements reflective of preferences or dreams for the future
- Achievement made toward attainment of outcome statements
- Identification of necessary resources required to insure appropriate learning experiences
- Inclusion of community resources and related services
- Participation in least restrictive environment
- Placement within environments and support and promote on-going personal growth and development

**Student-led IEPs incorporate person-centered principals**

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## Link Between Transition Planning & PCP

<b>Goals of PCP</b> <ul style="list-style-type: none"><li>Assess the unique interests, skills, preferences, needs, and capacities of a person</li><li>Identify opportunities to experience and to make contributions within environments that support those interests, needs, preferences, skills and abilities of the person</li><li>Establish a vision for the future and clarify lifestyle preferences</li><li>Develop a plan for moving toward the vision and preferred lifestyle</li><li>Identify and establish a network of relevant support necessary to move forward</li><li>Expand and enhance opportunities for community involvement/participation</li><li>Support on-going personal growth and development</li></ul>	<b>Goals of Transition Planning</b> <ul style="list-style-type: none"><li>Interests, needs, skills and capabilities of the student</li><li>Outcome statements that are reflective of the student's preferences or dreams for the future</li><li>Achievement made towards attainment of outcome statements</li><li>Identification of necessary resources required to insure appropriate learning experiences</li><li>Inclusion of community resources and related services</li><li>Participation in the least restrictive environment with an eye on participation in the general education classroom whenever possible</li><li>Placement within environments that support and promote on-going personal growth and development</li></ul>
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Cornell University, Employment and Disability Institute, 2013

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## National Context

- The federal perspective is to talk about people in need of Long Term Supports and Services e.g. not just developmental disability
- The expectations include person centered practices not just person centered planning
- No specific policy changes for children in school, however, there are transition expectations of community employment

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## Initiatives

**Employment First – US Dept. of Labor**

- “a framework for systems change that is centered on the premise that all citizens, including individuals with significant disabilities, are capable of full participation in integrated employment and community life”
- Appreciates the value of independence
- Promote career success for individuals with disabilities
- Increased community-based integrated employment
- Publicly funded systems are urged to align policies and service delivery

<https://www.dol.gov/odep/topics/employmentfirst.htm>

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## Policies

### Affordable Care Act

The new Home & Community Based Services (HCBS) rules from CMS require choice, employment, and inclusion

- CMS Final Rule requires a person-centered service plan for each individual receiving Medicaid HCBS

### Workforce Innovation & Opportunity Act (WIOA)

designed to strengthen and improve the public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers

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## WIOA

### Amendments to Rehabilitation Act

- Requires State Vocational Rehabilitation (VR) work with local schools to provide pre-employment transition services for all students with disabilities
- VR can start as early as age 14
- Required to use 15% of their budget to provide these services
- Specifically mentions person-centered planning

Federal site: <https://www.doleta.gov/wioa>

Policy Brief on Final Rule regarding Rehab Act:

[http://www.leadcenter.org/system/files/resource/downloadable\\_ve\\_rision/wioa-rehab-act-final-rule.pdf](http://www.leadcenter.org/system/files/resource/downloadable_ve_rision/wioa-rehab-act-final-rule.pdf)

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## Home & Community Based Services

- Centers for Medicare and Medicaid Services' (CMS) service program
- HCBS are services and supports that assist older adults and people with disabilities (including mental health and substance use disorders) to live with dignity and independence in community settings

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### New HCBS Rules

- CMS' final rule amends the regulations for HCBS programs nation-wide to enhance quality services and to add protections for individuals receiving them.
- The policy changes reflect the efforts to promote individual choice and control in the delivery of services and managed care for people with disabilities.
- HCBS will require service planning developed through a self-directed PCP process that addresses health and long-term services and support needs.

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### The rule requires that anyone receiving HCBS waiver services be supported in making active choices about:

1. Who provides the services and supports
2. Where the person lives
3. Who they live with
4. What they do with their time (including who to spend it with and employment)
5. What they do with their resources

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### HCBS & PCP

- [Guidance to HHS Agencies for Implementing Principles of Section 2402\(a\) of the Affordable Care Act: Standards for Person-Centered Planning and Self-Direction in Home and Community-Based Services \(HCBS\) Programs](#)
- The agencies most directly affected by this guidance include:
  - Administration for Community Living
  - Centers for Medicare & Medicaid Services
  - Health Resources and Services Administration
  - Indian Health Service
  - Substance Abuse and Mental Health Services Administration
  - Administration for Children and Families

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## ACA Section 2402 Guidance – Oversight and Assessment

- Includes HHS-Wide Standards for
  - Person Centered Planning
  - Self-Direction
- **Person Centered Planning and Self Direction** standards must be implemented in all Department of Health and Human Services programs that fund HCBS.

Person Centered Thinking, Planning, and Practice: The Federal Policy Context  
Shawn Terrell, Administration for Community Living

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## 2402(a) Across HHS

- [CMS HCBS Final Rule](#)
  - [eLTSSONC Project](#)
- SAMHSA included in AOT Demonstration Program and Certified Community Behavioral Health Clinics
- [ACL Person Centered Counseling Training Program](#): component of the ADRC No Wrong Door grant program.
- Quality
  - [NQF HCBS group](#): PCP will be a significant area for measure development
  - [NIDILRR RRTC on HCBS Outcomes](#)

Person Centered Thinking, Planning, and Practice: The Federal Policy Context  
Shawn Terrell, Administration for Community Living

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## HCBS Resources

- [HCBSadvocacy.org](#) is website to help advocates get involved in their states and improve the implementation of the new Medicaid rule regarding the settings of HCBS – official CMS resources, national advocacy resources, and information on steps each state is making to comply with the new rule
- [The Rule as Published in the Federal Register](#)
  - [Issue Brief](#) - CMS Final Rule on HCBS Settings and Other Requirements
  - [Slides](#) from CMS webinar on the final rule
  - [Slides](#) from CMS/ODEP webinar on implications for non-residential settings
- For more information and access to CMS fact sheets and Transition Plan Toolkit regarding final Home and Community-Based Services regulations, visit: <http://www.medicaid.gov/HCBS>

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### Underneath the policy and rule changes

- There is a paradigm change –
- Going from “we know best” to the person knows best
  - From power over to power with
- For those with surrogate decision makers
- An expectation of substituted judgement

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### Local Efforts

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### Local Efforts - Employment

- Employment First Arizona**
- Effort to change and enhance expectations around employment to promote progressive change in the support infrastructure, which will enable people with disabilities to pursue employment opportunities and achieve economic independence.
  - Employment First does not mean employment only and does not deny individual choice, but is intended to increase employment opportunities for individuals with disabilities.
  - Coalition of Advocates, Educators, Employers, Employment Service Provider Agencies, Family Members, State Agencies, UCEDDs, Youth and Young Adults are working together to move Arizona to an Employment First state

[AZEmploymentFirst.org](http://AZEmploymentFirst.org)

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## Local Efforts – Health Care

### AHCCCS (AZ’s Medicaid agency)

- finalized the assessment and transition plan in order to submit to CMS for approval in October 2015 > must be in compliance with the Rules under the Transition Plan by October 2021
- Simultaneously implementing a **PCP transition** plan with the State’s overall transition plan to come into compliance with the HCBS Rules
- Sonoran UCEDD consultant to help create and implement a uniform system for PCP across the ALTCS HCBS and Managed Care Organizations in conformity with the HCBS Regulations  
<https://www.azahcccs.gov>

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## Local Efforts – Health Care

### Division of Developmental Disabilities – DDD

- Mission – “To support the choices of individuals and their families necessary services and supports that are flexible, high quality and member-driven. To afford individuals opportunities to exercise their rights and responsibilities of independent decision-making and engagement in the community.”
    - Service planning – Individual Support Plan – Person-centered and encompasses all areas of member’s life
- <https://des.az.gov/services/disabilities/developmental-disabilities>

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## Local Efforts – Behavioral Health

### Mercy Maricopa Integrated Care

- Person-centered Futures Planning
    - Addresses considerations for young adults with behavioral health needs
    - Engages youth/young adult in discovery of strengths and needs
    - Empower youth/young adult to exercise choice
    - Collaboration with other entities
    - Develop supports and services to achieve goals
- <https://www.mercymaricopa.org/>

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## Local Efforts – Community

### Arizona Youth Leadership Forum

- Delegates complete a personal discovery curriculum
  - Self-discovery activities with staff who mentor throughout
- Leads to individual Personal Leadership Plan
  - Personal development
  - Disability awareness
  - Career planning
  - Leadership
  - Setting goals & action items to address when they return to communities
- Raises self-awareness and self-advocacy
- Prepares for transition to adulthood

<http://www.azylf.org>

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## Local Efforts – Education

### Menta Group Schools – Special Education

- Designed to address individual needs of each child
- Transition services designed to actively involve youth in person-centered futures planning
- Learning supports that focus on social, emotional, physical, and cognitive development to ensure success of each student
- Arizona Menta Group Schools
  - Private Special Education Schools
    - Southwest Education Center (Casa Grande)
    - Southwest Academy (Phoenix)
  - Public Private Partnership Schools
    - Copper Canyon (Tolleson)
    - JO Combs (San Tan Valley)
    - Mesa Center for Success (Mesa)

<http://menta.com/>

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## Local Efforts – Community

### Creating a “Picture of a Life” for Transitioning Foster Youth with DD

- Collaborative state-wide project funded by the Arizona DD Planning Council and managed by the Sonoran UCEDD and DDD
- Targets young adults age 14-18 with DD making their transition into adulthood and aging out of the child welfare system
- Improve transition outcomes for foster youth with DD through
  - Develop PCPs built on strengths, dreams and choices
  - Support youth to attend self-advocacy & determination trainings through partnerships with DIRECT, Ability360 & OCSHCN

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### Local Efforts – Stakeholders Group

- Collaboration of decision-makers of multiple systems serving youth with disabilities led by the Sonoran UCEDD
  - Arizona Department of Education
  - Division of Developmental Disabilities
  - AHCCCS
  - Behavioral Health
  - Vocational Rehabilitation
  - Department of Child Safety
  - Arizona Statewide Independent Living Council
- Goal is to promote Person-Centered Planning as preferred methodology for transition planning for youth with disabilities

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## Activity!

### One Page Profiles

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### It is more than planning

Person centered planning –by itself  
Results in Better paper  
More often than it results in Better Lives

It is also more than examples of best practice.  
We have to move from isolated examples to a  
person centered system

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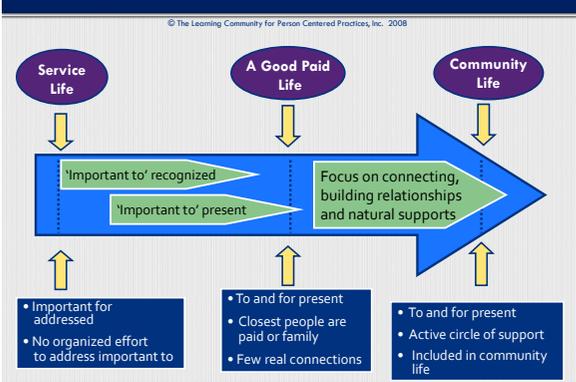
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### Moving from Service Life to Community Life




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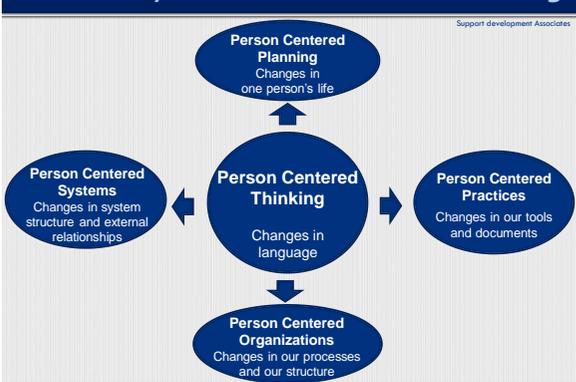
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### It Goes Beyond Person Centered Planning




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### One Page Profiles

- A positive way to introduce your student/child
  - Helps teachers and others who are paid meet the person, not the disability
- Tells others
  - What people like and admire
  - What is most important to
  - How to best support

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**What we love about Elizabeth Kate...**

- She keeps trying
- Great learner
- Super Volunteer
- She is friendly and never meets a stranger

June 13, 2013



These are some things that are important to me...

- Going out to eat with my family (Taco Tuesday)
- Going to church with my family
- Swimming at my apartment with Kelley and Blanca
- Going to Curves to exercise
- Having a roommate for a friend and for support
- Volunteering at the Hospital
- Privacy
- Writing in my Journals
- Listening to Music: Michael Jackson, Justin Bieber, Katy Perry
- Working out to Music games on the Wii
- Finding a new job
- Making new friends at church maybe
- Pepsi Max
- Talking on the phone with Mom or Dad every day
- Money to buy stuff I want
- Going to the library
- Learning how to take the bus
- Getting enough sleep
- Talking to a counselor, roommate and support people about my boyfriend

**These are some things that are important for me:**

- Sticking to a schedule I get to make up
- Taking meds for seizures and moods
- Getting my meds checked by doctor
- Talking with a counselor or a support staff who is a woman about boyfriends
- Lots of sleep and nice reminders to take a nap or not to stay up too late
- Talking with me about choices I make that may not be healthy
- Eating healthy foods... sticking to my meal plans
- Exercise: Curves, walking to hospital, swimming, playing work out games on Wii, dancing to music I like
- Time with my family but not over night

**Here's how you can support me...**

- Make sure I have a say in my meal plans
- Help me make a schedule that includes stuff that I like to do and is healthy
- Remind me in a quiet tone to take naps and go to bed by midnight. If I don't want to, remind me what I have planned for the next day that is important to me and how sleeping really makes it the next day better
- Wake me up in the morning telling me a joke or being silly... but not loud
- Help me walk to the hospital
- Help me learn to take the bus to the mall, movies and restaurants I like
- Help me make healthy choices at restaurant, but don't try to make me make a healthy choice
- Help me with my money and budget
- Help me to cook food with you

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Important To	Important For
<ul style="list-style-type: none"> <li>■ Includes what matters the most to the person – their own definition of quality of life</li> <li>■ Includes only what people are "saying":                             <ul style="list-style-type: none"> <li>■ with their words</li> <li>■ with their behavior</li> </ul> </li> <li>■ Listen to the behavior, when words and behavior are in conflict.</li> </ul>	<ul style="list-style-type: none"> <li>■ Includes only those things that we need to keep in mind regarding–                             <ul style="list-style-type: none"> <li>■ Issues of health or safety                                     <ul style="list-style-type: none"> <li>■ Physical health and safety, including wellness and prevention</li> <li>■ Emotional health and safety, including support needed</li> </ul> </li> <li>■ What others see as important to help the person be a valued member of their community</li> </ul> </li> </ul>

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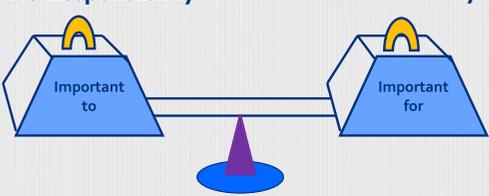
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## Finding Balance

**All Choice,  
No Responsibility**



Important to

**Health and Safety  
Dictate Lifestyle**



Important for

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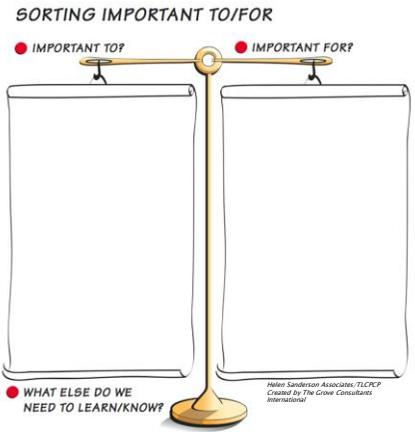
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**Beginning to build your description**

Support development Associates

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**Always start with the introduction:  
What Others Like & Admire**

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## Think About. . .

- How you would want your child to be introduced to others
- Helping people see past the disability
- What do you like about your son or daughter?
- What do you admire about your son or daughter?

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### \_\_\_\_\_ 's One Page Profile

What People Like and Admire about _____	Insert Photo Here	What is Important to _____
Supports _____ Needs To Stay Happy, Healthy & Safe		Supports, continued

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## Learning about what is important to and how to best support

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### Discovery/listening tools

- The "if you only had 2 minutes to share..." question
- Good day/bad day
- Rituals and routines
- Communication chart
- Relationship map

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### Imagine that

- You had to have someone else provide support for your son or daughter
- It is someone you trust but who doesn't know your son or daughter
- You want to give them an overview, a summary in 2 minutes of what they need to know
- What would you say?

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### \_\_\_\_\_ 's One Page Profile

What People Like and Admire about \_\_\_\_\_

Insert Photo Here

What is Important to \_\_\_\_\_

Supports \_\_\_\_\_ Needs To Stay Happy, Healthy & Safe

Supports, continued

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### Good Day/Bad Day

<ul style="list-style-type: none"> <li>▪ What is a good day like for this person</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is a bad day like for this person</li> </ul>
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### \_\_\_\_\_ 's One Page Profile

What People Like and Admire about _____	Insert Photo Here	What is Important to _____
Supports _____ Needs To Stay Happy, Healthy & Safe	Supports, continued	

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## Routines & Rituals

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### Routines and Rituals:

- Guide us through our days and bring consistency, comfort and control
- Are the "little things" that determine if we are happy
- Written up, they let others know how to support us in ways that keep us happy and safe

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### Morning Routine

- What time does your son or daughter get up?
- How do they get up For example: do you wake them, use an alarm clock
- What is the first thing they do when they wake up?
- What does the rest of the morning look like – step by step

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### \_\_\_\_\_ 's One Page Profile

What People Like and Admire about : \_\_\_\_\_

Insert Photo Here

What is Important to \_\_\_\_\_

Supports \_\_\_\_\_ Needs To Stay Happy, Healthy & Safe

Supports, continued

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### Other Rituals

- Going to bed
- Transition
- Birthday
- Cultural/Holiday
- Spiritual
- Vacation
- Comfort
- Not Feeling Well
- Celebration
- Grief/Loss

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### Listening to behavior... A communication chart

What is happening	...does	We think it means	And we should

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### Who else should contribute?

Who has important information?  
Who else knows and cares?

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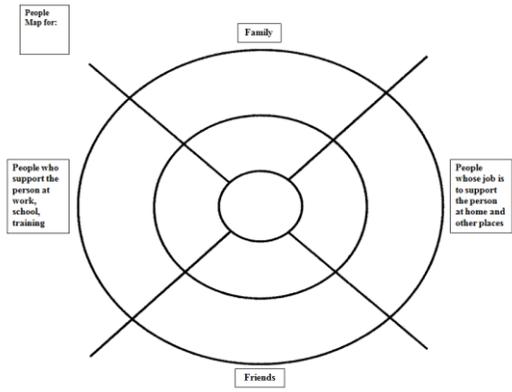
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**Who should I talk to?  
Who should I listen to?**

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**Who should I listen to?**

- What do you like about \_\_\_\_\_?
- What do you admire about \_\_\_\_\_?
- When is the last time you had fun together?

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### Who spends time with your son/daughter? What would you like them to know?

- Think about the people who spend time with your son or daughter –
  - Teachers
  - Aids
  - People who provide support at home
  - Professionals –
    - Nurses
    - Service coordinators
- What would be important for them to know?
  - How well does what you have written cover what you want them to read?
  - What changes does it need?
  - Do you need to have more than 1?

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### Open Floor

The graphic features three distinct shapes: a purple starburst on the left containing the text "QUESTIONS?", a blue wavy-bottom rectangle in the center containing "COMMENTS?", and a green thought bubble on the right containing "THOUGHTS? IDEAS?".

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### Contact

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